



CAREERS POLICY

Senior member of staff responsible:	Mark Jervis, Assistant Headteacher
Designated member of staff:	Sharon Ruff, Careers Adviser
Governor Committee:	Standards and Curriculum
Revised:	Autumn 2021
Approved by Governing Body:	Autumn 2021
Review date:	Autumn 2023

Introduction

This Careers policy seeks to uphold the core aims and values of Mary Webb School and Science College, whilst adhering to national guidance and policy regarding Careers Education, Information, Advice and Guidance (CEIAG) including:

- 2017 DofE Careers Strategy - Making the most of everyone's skills and talents
- 2018 Careers guidance for education and training providers - statutory guidance for governing bodies, school leaders, and school staff
- 2018 The CEC Gatsby Benchmarks Toolkit for schools
- 2020 The CDI Careers Framework

This policy should be read in conjunction with the following documents:

- School careers programme
- Provider Access Policy
- SEND Policy
- Equality Policy
- Privacy Policy

Key Staff

- Headteacher: Mr Peter Lowe-Werrell
- Careers Leader: Mr Mark Jervis, Assistant Headteacher
- Careers Adviser: Sharon Ruff, CDI Registered Professional
- Designated Governor for Careers: Andy Lee
- Enterprise Coordinator: Laura Holiday, Shropshire Council
- Enterprise Adviser: Catherine Armstrong, Vice Principal, Shrewsbury Colleges Group

Our Vision for Careers Education, Information, Advice and Guidance

We aim to inspire all students to aim high, think big and work hard to gain access to a wide range of exciting opportunities in the future. We aim to provide support which is differentiated to meet the needs of individual students, and which is delivered in a way that recognises individual aspirations and goals. We encourage inclusive, and active participation in a wide range of careers-related activity and recognise the importance of supporting all students to develop a wide range of transferrable skills. The active STEAM agenda is an important part of our commitment to CIEAG, and is a particular strength of the school.

How we achieve this:

Mary Webb School and Science College welcomes the statutory duties in relation to CEIAG. The school Careers Leader uses the COMPASS self-assessment tool, and works with support from the Marches Careers Hub, Careers Enterprise Co-ordinator and Enterprise Adviser to work towards achieving the eight Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces

7. Encounters with further and higher education
8. Personal guidance

Key elements of the provision include:

Our School Careers Programme

The careers programme is available on the school website and is updated annually. It is reviewed in line with the Gatsby Benchmarks, with priorities for development set accordingly. The programme includes information about student entitlements by year group, as well as detail of Careers and Enterprise activities undertaken by each year group. Work Experience, Higher Education and Further Education visits, an annual Careers Fair, the STEAM day, and a number of visits, trips, speakers, and experiences are all included within this programme.

Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8.

Personal Guidance

The school has a designated independent and impartial Careers Adviser who provides personal guidance to all students. Students identified as experiencing barriers to progression are given priority. All students have the opportunity for at least one individual personal guidance intervention before post 16 choices are made. All students will be supported to produce at least one personal action plan. Small group guidance complements personal guidance for those who are more confident in their career planning. Students can self-refer and all year groups are encouraged to use the lunch time drop-in sessions.

Gatsby Benchmark 8

Library and Web resources

The school uses the CASCAID careers programme and maintains a designated webpage that is accessible to students, parents, employers and external providers. The school has a careers area in the main library. Careers and library staff work together to maintain this.

Gatsby Benchmarks 1, 2

Links to Curriculum Areas

The school Careers Leader links with curriculum leads to embed CEIAG throughout the whole school curriculum

Gatsby Benchmark 4

Work with students who have additional needs

The school Careers Leader, Careers Adviser, tutors, SENCO and pastoral staff work together to identify students with additional needs and set priorities to ensure that these students receive personal guidance and tailored careers interventions, that are both timely and individualised to meet those needs.

Gatsby Benchmark 3

Destination Measures

These are produced by the Local Authority - they are analysed by Mr Lowe-Werrell, Mr Jervis, Careers Leader, and Sharon Ruff, Careers Adviser each Autumn to inform future planning.

Gatsby Benchmark 3

Welcoming External Agencies and Employers to support the School Community

We value and welcome links with the wider community. Our Provider Access Policy is available on the school website.

Gatsby Benchmark 5, 7.

Evaluation of provision

The careers programme is evaluated annually during the Summer term by the Careers Leader and Careers Adviser. Compass self-assessment is revisited termly. Areas for development will be informed by a range of feedback as described in this policy and the results of the Compass self-assessment. The careers policy will be reviewed every 2 years or earlier if there are any significant changes to government guidance related to CEIAG.

Independent Providers

Mary Webb School and Science College will secure independent careers information, advice and guidance (CEIAG) to ensure that our students receive personal guidance on the full range of education and training options and are informed about the options available, including: Post-14: GCSE option choices Post - 16: A levels, Technical and Vocational Qualifications, Apprenticeships and Training Programmes.

We engage with a range of providers:

Provider	Services	Summary
Independent Careers Adviser Sharon Ruff (CDI Registered Professional)	Personal guidance Assembly presentations Careers Fair organisation Input to curriculum days Focused small group work Input to PSHE Support for staff development CV critiquing and coaching Interview training Mock Applications and Interviews Mock interview practice Enhanced support for targeted students	Provider Type Careers Guidance Provision 80 days per year
Businesses/Colleges/Universities/ Training providers	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Post-16 Education taster Trips & Visits Work Experience	Provider Type Local Opportunity Providers Provision Variable hours per year
National Citizen Service	Assembly presentations for Summer volunteering programme Careers fair participation Careers workshops Classroom Speakers or Presenters Trips and visits	Provider Type Community Engagement - Summer programme

Engaging with the wider network of stakeholders

Mary Webb school embraces opportunities for development through engaging with stakeholders.

Enterprise Adviser network				
Description		Meet with Volunteer Enterprise Adviser termly for support with working towards the Gatsby Benchmarks, and increase employer engagement.		
Students	Parents	Providers	Employers	Leadership
				✓
Termly Webberzine (Newsletter)				
Description		Produce a termly newsletter which references Careers Programme updates		
Students	Parents	Providers	Employers	Leadership
✓	✓			
Student Feedback Form				
Description		Produce an end of year feedback form for students to get their feedback on the careers guidance they are receiving and any recommendations for service improvements.		
Students	Parents	Providers	Employers	Leadership
✓				
Website Careers Section				
Description		Regularly update the careers section of the school website		
Students	Parents	Providers	Employers	Leadership
✓	✓	✓	✓	✓
County Careers Leader network meeting				
Description		Meet with other local Careers Leaders to share good practice.		
Students	Parents	Providers	Employers	Leadership
		✓		✓
Destinations				
Description		Intended Destinations, and leavers destinations collected from all year 11 students		
Students	Parents	Providers	Employers	Leadership
✓				✓

Roles and Responsibilities

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2017 (in particular; has a named Careers Leader, a Provider Access Policy, the Careers Programme published on the school's website and is working towards the Gatsby Benchmarks).
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Careers Leader responsibilities

- Ensure the Careers Programme is adequately resourced to deliver the agreed Careers Action Plan.
- Recruit, retain and support the Careers Adviser.
- Act as the 'Careers Champion' to ensure that whole school acceptance of the Careers Plan is achieved!
- Prepare and deliver the Careers Plan.
- Report monthly progress to the SLT.
- Work closely with the Governor with primary responsibility for Careers to ensure they are able to support and guide as required.
- Bring any problems that you are unable to resolve to the attention of the Headteacher.
- Ensure you engage with all your stakeholders including Local Authority, Local Colleges / Universities, Enterprise Adviser, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Ensure recruitment and retention of business volunteers by good communication, support and making them feel valued.
- Put systems in place to ensure that you deliver measurable year on year improvements to the Careers Programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Support Curriculum Leads to take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Audit current teaching practices (in relation to careers) against the NFER good practice and strategies and the CDI Framework for careers, employability and enterprise.

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEN.
- Incorporate individual career action plans as part of the Education Health and Care plan.
- Work with the Careers Adviser to support SEN students in transition to post-16 opportunities

Careers Information staff responsibilities

- Ensure a broad suite of quality, unbiased resource is available on careers related to your subject area.
- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.

Administrative and support staff responsibilities

- Support the Careers Leader in delivering the Careers Action Plan and achieving its objectives.
- Support the Careers Adviser to meet with individuals in school using the SIMs system, registers, and liaison with tutors.
- Support students to ensure high levels of attendance at those appointments by making sure appointment information is shared with students and staff.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the Careers Action Plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary. Utilise the support available through the Enterprise Adviser to develop business links and incorporate what they can offer into your subject teaching.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the Careers Action Plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Curriculum Lead responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.
- Utilise the support available through the Enterprise Adviser to develop business links relevant to your subject.